



SHE CHANGED THE WORLD

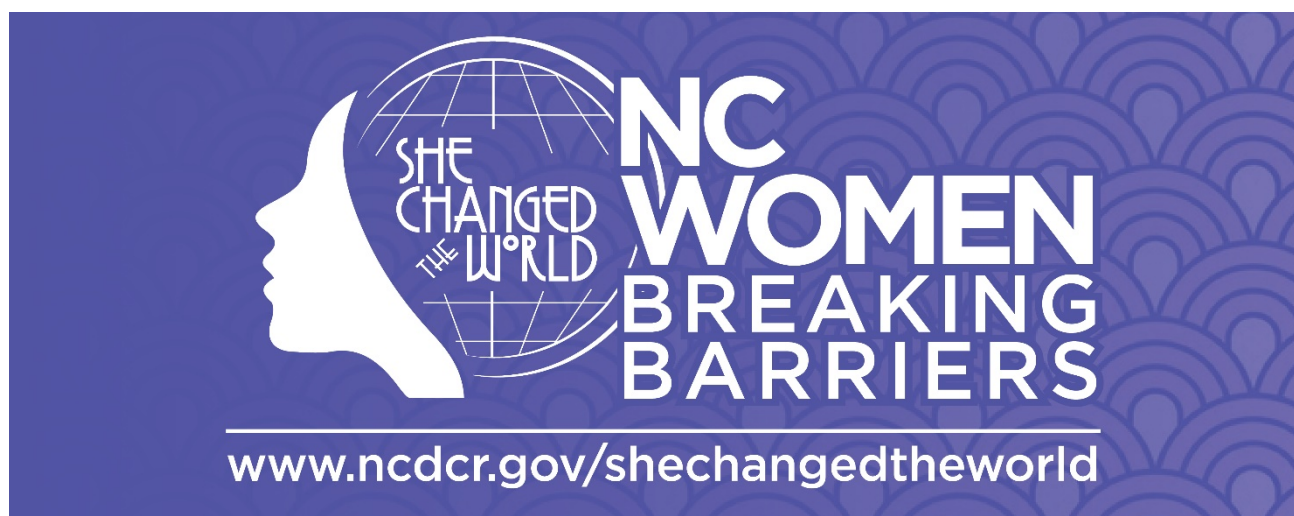
NORTH CAROLINA WOMEN BREAKING BARRIERS



EDUCATION ACTIVITY GUIDE

ncdcr.gov/shechangedtheworld
NC Department of Natural and Cultural Resources

Connect with us at facebook.com/SheChangedtheWorld



Educational Activity Guide

Primary Source Activity	p. 2
1920 Voting Activity	p. 7
Design a Button Craft	p. 11
Equality Sunflower Craft	p. 14
Make a Suffrage Fan	p. 18
Suffrage Petition Activity	p. 24
Coloring Pages	p. 27
Suffrage Cat Storytime & Craft.....	p. 36
Ratification Star Craft.....	p. 38

Primary Source Activity

ACTIVITY OVERVIEW

This activity gives participants a chance to explore primary sources from the American Women's Suffrage Movement and consider both sides of the debate in the early 1900s. This activity can be adapted for different age levels by using prompts and guiding questions. The activity's time limit can be adapted by how much time is spent examining the documents and leading the discussion. The activity can also be extended by adding the follow-up activity suggested below.

BACKGROUND INFORMATION

During the years of struggle for equal suffrage, suffragists and anti-suffragists worked to build support for their side. Both sides used speeches, petitions, newspaper articles, posters, political cartoons, buttons, and other items to spread their message.

On June 4, 1919, the United States Senate approved the 19th Amendment, but it would not become law until at least 36 states voted to ratify it. By March 1920, 35 of the 36 states had approved it. North Carolina suffragists hoped that their state would cast the deciding 36th vote, but were bitterly disappointed when the issue was tabled until the following year. The honor went to Tennessee instead, who voted for ratification on August 18, 1920. The suffrage amendment became federal law without North Carolina's vote. It was not until 1971 that the North Carolina General Assembly symbolically voted to ratify the amendment.

SUPPLIES

The 3 State Archives displays with examples of suffrage propaganda anti-suffrage propaganda, and the summary of both sides' arguments. Visuals of these displays are shown below. If you are wanting to do this activity, but don't have access to the State Archive displays, you can visit <http://digital.ncdcr.gov/cdm/search/collection/p16062coll19> to find many of the same images so that you can print them out to show participants.

DIRECTIONS

1. Greet participants and have them gather around the table or displays on easels.
2. Start by defining what suffrage means. This is especially important for younger participants. You can get the group involved by first asking if anyone knows what it means, and if so, having them tell the group. A good way for the activity leader to define suffrage for younger audiences is to acknowledge that they might think that it sounds like something bad, but that suffrage actually means the right to vote in political elections.
3. Give them some background information on the women's suffrage movement and who could or could not vote before the 19th Amendment.
4. If you have a very young audience, you may need to define what constitutional amendments are. If so, here is a kid friendly way to explain them:

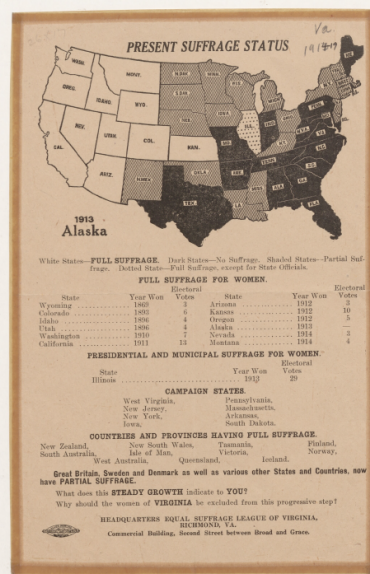
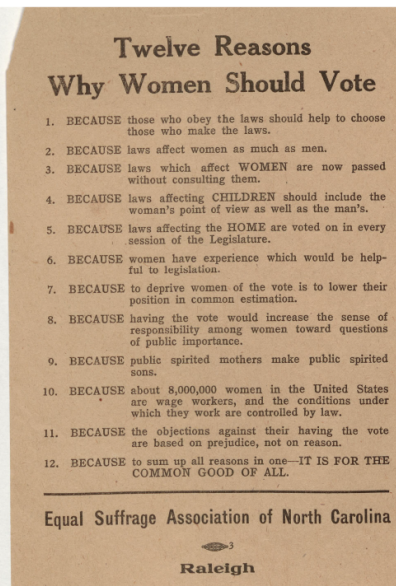
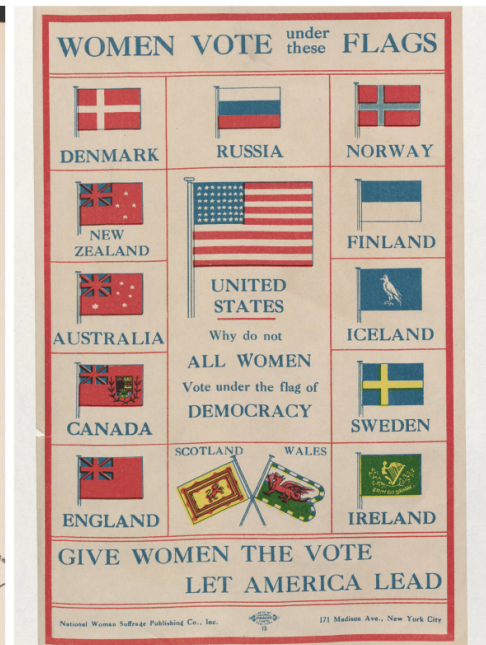
A constitutional amendment is an addition or change to the Constitution of the United States which was signed a long time ago (1787) when our country was very young. The first ten amendments to the Constitution are known as the Bill of Rights and were approved in 1791. Since then, thousands of amendments to the Constitution have been suggested, but only 17 of these suggested amendments have been added. Today, there are 27 constitutional amendments in total.

5. Explain that these displays have examples of items that were created by people either for or against women getting the right to vote.
6. Explain that there were women and men on both sides, and that the issue was not divided strictly by gender.
7. Point out a specific document on either display. Ask participants what they think the creator's opinion was of women's suffrage? (For younger audiences, pick from one of the more visual items such as one of the fans.)
8. Ask who they think the target audience was for that item? Men? Women?
9. Ask what methods the creator uses to persuade the audience?
10. Once they identify the creator's opinion and targeted audience, compare it with an item on the opposite side's display by asking the same questions again.
11. Once done comparing the two specific items on opposite sides, have them look at all the documents on both displays.
12. Ask them what are the main messages each side want to convey?
13. Are there any similarities in visuals or messages? (For example, the use of children and the household roles mothers and fathers have.) For older audiences, or to have a more in-depth conversation, discuss the issue of race and suffrage as reflected in the documents.
14. If time, have them pick out which item has the most effective argument to them and explain why.

FOLLOW-UP ACTIVITY

For activity stations with more time and space, provide participants with paper and markers and have them design their own suffrage poster, political cartoon, or even a modern-day meme.

Suffrage Propaganda

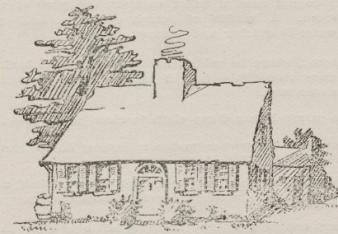


Anti-Suffrage Propaganda



2
" It
g b
3 " C
V S
A N

Household Hints



National Association OPPOSED
to Woman Suffrage

Headquarters
268 Madison Avenue
New York, N. Y.

Branch
726 Fourteenth Street, N. W.
Washington, D. C.

Votes of Women can accomplish no more
than votes of Men. Why waste time.



BEWARE!

MEN OF THE SOUTH: Heed not the song of the suffrage siren!
Sell your ears against her vocal wiles! For, no matter how sweetly
she may proclaim the advantages of female franchise,—

REMEMBER that Woman Suffrage means a re-opening of the entire
Negro Suffrage question; loss of state rights; and another period of
reconstruction horrors, which will introduce a set of female carpet-
baggers as bad as their male prototypes of the sixties.

DO NOT JEOPARDIZE the present prosperity of your sovereign states,
which was so dearly bought by the blood of your fathers and the
tears of your mothers, by again raising an issue which has already
been adjusted at so great a cost.

NOTHING can be gained by woman suffrage and everything may be lost!



Image Citations:

- The "New Woman" and the "New Man"
<http://digital.ncdcr.gov/cdm/compoundobject/collection/pl6062coll19/id/699/rec/45>

- Household hints:
<http://digital.ncdcr.gov/cdm/compoundobject/collection/pl6062coll19/id/604/rec/34>

- Which do you prefer?
<https://dp.la/item/aal8b8140fc073152c3d8a455d67b60e?q=vote%20no%20on%20woman%20suffrage>

- BEWARE!
<http://digital.ncdcr.gov/cdm/compoundobject/collection/pl6062coll19/id/600/rec/29>

- Anti-suffragette valentine:
<https://dp.la/item/7f51495ccafcd311981455379ada77d?q=valentine&subject=%22Women%27s%20suffrage%22>

- My Wife Won't Let Me:
<https://dp.la/item/22b8b53b31eb0d78643b4210603db2f1?q=anti-suffrage&page=1>



STATE ARCHIVES
of NORTH CAROLINA

Suffrage Arguments

Suffrage:

- Other states and countries have woman suffrage
- It is coming/it is inevitable
- Women do want to vote
- Mothers should have a vote because laws impact families and children
- Women contribute to society so they should have a vote
- Woman suffrage is not a race issue

Anti-Suffrage:

- Women don't want to vote
- Woman suffrage could negatively impact homes and families
- Woman suffrage could put women over men-it will lead to competition over cooperation
- Women voting won't mean anything, it will either double or cancel out their husbands' votes
- Woman suffrage isn't inevitable
- Woman suffrage is a state's rights issue/could lead to the reversal of state laws governing voting (could lead to more Af. Am. voting)

1920 Voting Activity

ACTIVITY OVERVIEW

This activity gives participants a chance to vote in a mock 1920 election. It is based off the election that took place on Tuesday, November 2nd, 1920 in Buncombe County. This election was chosen due to it being the first election to take place after the passage of the 19th Amendment, and since Lillian Exum Clement was a candidate.

BACKGROUND INFORMATION

On November 2, 1920, Lillian Exum Clement of Buncombe County was elected to the North Carolina House of Representatives, and became the first woman in N.C. history to be elected to the legislature.

Clement was born near Black Mountain, N.C. She attended local schools and the Asheville Business College. After her formal schooling was done, she began work in the Buncombe County sheriff's office while studying law in her spare time. Clement was admitted to the bar and began practicing law in 1917. She was the first woman in the state to open her own law practice.

Clement quickly gained a reputation as a competent criminal lawyer and after several years of a successful practice, she decided to run for office. This was a bold decision, considering that at the time of the Democratic primary, the 19th Amendment had yet to be ratified and women could not vote in the election. Running against two men in the primary, Clement won by just 83 votes over her closest competitor. When it came time for the November 2nd, 1920 general election, the 19th Amendment was in effect and Clement, along with other women, could vote for the first time. She swept the general election against her Independent Party opponent, Charles Lee Sykes, by a commanding margin.

Once she reached Raleigh for the 1921 legislative session, Clement introduced seventeen bills, many of which were passed. Although one of her first bills — proposing the guarantee of private voting booths for elections — was defeated, Clement was successful in passing bills requiring the testing of dairy herds and dairy barns and decreasing the number of years of abandonment required for a decree of divorce.

After her marriage in 1921, Clement decided not to run for office a second time. She was active in local civic groups and was a director of the state hospital in Morganton. She tragically died of pneumonia at a fairly young age in 1925.

SUPPLIES

- Ballot Box (historically a wooden box with a slit, but a cardboard box will work.)
- Ballots (template provided below)
- Pencils
- “Choose Your Candidate” Sign (provided below)
- Voting Booth (optional)

PREPARATION

1. Set-up voting area. If you have access to a voting booth, this is a nice touch. 1920s voting booths in N.C. were typically simple wooden frames with a writing ledge. Their sides were either wood panels or canvas. If no booth, a table with a ballot box will work just as well.
2. Print ballots based on your event's estimated attendance. A very abbreviated version of the 1920 Buncombe County ballot is provided below. The template is two to a page so that they can be cut in half to save paper.
3. Put out a few pencils. Pencils were used to mark ballots in 1920 in N.C. In fact, local newspapers of the time reported concerns that the extra pencils needed to cover the addition of female voters would be too great of an expense for the state to afford. If you are trying for a historic look, pencils of the time period were wooden without an eraser.
4. Print and display the "Choose Your Candidate" sign near the voting area. This sign is important if you are unable to staff the activity so that participants have some historical background information on the candidates. The bullet points for each candidate are based on newspaper articles from the time.

DIRECTIONS



1. Set-up voting area.
2. If you are able staff the activity, tell participants a little bit about L.Exum Clement and the November 2nd, 1920 election – the first nationwide election where women could vote.
3. It is nice to discuss the ballot with participants – especially younger ones. The rules at the top of each ballot could disqualify a ballot if they were not followed.
4. Have them take turns casting their vote.
5. At the end of the event, you can even tally the results to see if history repeats itself.

ACTIVITY EXTENSION

This activity can be used to dig deeper into voting rights in North Carolina by discussing race and practices used to prevent minorities from voting even after receiving the right to do so.



BALLOT FOR SENATOR, CONGRESSMEN, AND STATE OFFICERS

1. Select one candidate for each office.
2. To vote a straight ticket of either party mark (X) within circle but make no other marks.
3. To vote for candidate on this ballot make a cross (X) mark in the square at the left of the candidate's name.
4. Mark only with a pencil having black lead.
5. Any other mark, erasure, or tear on this ballot renders it void.
6. If you tear or deface or wrongly mark this ballot, return it and get another.

<p>For a straight ticket</p>  <p>Mark (x) within this circle</p> <p>DEMOCRAT</p>	<p>For a straight ticket</p>  <p>Mark (x) within this circle</p> <p>REPUBLICAN</p>	<p>INDEPENDENT CANIDIDATES</p>
<p>For United States Senator:</p> <p><input type="checkbox"/> LEE S. OVERMAN</p>	<p>For United States Senator:</p> <p><input type="checkbox"/> A. E. HOLTON</p>	
<p>For Governor:</p> <p><input type="checkbox"/> CAMERON MORRISON</p>	<p>For Governor:</p> <p><input type="checkbox"/> JOHN J. PARKER</p>	
<p>House of Representatives: Representative No. 1</p> <p><input type="checkbox"/> LUKE H. YOUNG</p>	<p>House of Representatives: Representative No. 1</p> <p><input type="checkbox"/> T. C. ANDERS</p>	
<p>House of Representatives: Representative No. 2</p> <p><input type="checkbox"/> L. EXUM CLEMENTS</p>		<p>House of Representatives: Representative No. 2</p> <p><input type="checkbox"/> CHARLES LEE SYKES</p>

BALLOT FOR SENATOR, CONGRESSMEN, AND STATE OFFICERS

1. Select one candidate for each office.
2. To vote a straight ticket of either party mark (X) within circle but make no other marks.
3. To vote for candidate on this ballot make a cross (X) mark in the square at the left of the candidate's name.
4. Mark only with a pencil having black lead.
5. Any other mark, erasure, or tear on this ballot renders it void.
6. If you tear or deface or wrongly mark this ballot, return it and get another.

<p>For a straight ticket</p>  <p>Mark (x) within this circle</p> <p>DEMOCRAT</p>	<p>For a straight ticket</p>  <p>Mark (x) within this circle</p> <p>REPUBLICAN</p>	<p>INDEPENDENT CANIDIDATES</p>
<p>For United States Senator:</p> <p><input type="checkbox"/> LEE S. OVERMAN</p>	<p>For United States Senator:</p> <p><input type="checkbox"/> A. E. HOLTON</p>	
<p>For Governor:</p> <p><input type="checkbox"/> CAMERON MORRISON</p>	<p>For Governor:</p> <p><input type="checkbox"/> JOHN J. PARKER</p>	
<p>House of Representatives: Representative No. 1</p> <p><input type="checkbox"/> LUKE H. YOUNG</p>	<p>House of Representatives: Representative No. 1</p> <p><input type="checkbox"/> T. C. ANDERS</p>	
<p>House of Representatives: Representative No. 2</p> <p><input type="checkbox"/> L. EXUM CLEMENTS</p>		<p>House of Representatives: Representative No. 2</p> <p><input type="checkbox"/> CHARLES LEE SYKES</p>

CHOOSE YOUR CANDIDATE

November 2nd, 1920



L. Exum Clements

House of Representatives
Representative 2 for
Buncombe County

Democrat

- ❖ The first woman in Buncombe County to receive a license to practice law, and the first female lawyer in N.C. to practice law on her own.
- ❖ Won the Democratic Primary against two Gentlemen before she, and other women in N.C., could even vote.
- ❖ Says she wants to blaze a trail for others, and that she knows that years from now there will be more women in politics, but that "you have to start a thing."



Charles Lee Sykes

House of Representatives:
Representative 2 for
Buncombe County

Independent

- ❖ A well-known, respected, and successful attorney in Buncombe County and many other areas of North Carolina.
- ❖ Was asked to run for office by voters who do not want to vote for a woman on a Democratic ticket.
- ❖ Says he will carry out the duties "fearlessly, impartially, and with full consciousness of the importance and dignity of the office."

Design a Button

ACTIVITY OVERVIEW

Participants will examine suffrage buttons, and then design their own button to wear.

BACKGROUND INFORMATION

In the years surrounding the American Women's Suffrage Movement, buttons had grown in popularity as a way to show support for a particular cause or candidate. The suffragists used them as an important tool to spread their message and build support. They were often simplistic in design with clear short messages such as. Some made use of patriotic symbols such as stars, and most were in the color scheme of the movement – gold, purple, and white. However, a few American buttons also used the green and purple color scheme that was popular with the British Suffrage Movement.

The Suffragist, Vol. 1 No. 4, published on December 6, 1913, describes the symbolism of the colors. "Purple is the color of loyalty, constancy to purpose, unswerving steadfastness to a cause. White, the emblem of purity, symbolizes the quality of our purpose; and gold, the color of light and life, is as the torch that guides our purpose, pure and unswerving." Simplified, the tri-colors signified loyalty, purity, and life.

SUPPLIES

- Sample Suffrage Buttons (Either replicas or pictures of originals)
- Button Making Supplies (see Preparation & Tips section for more details)
- Blank Button Inserts
- Thin Tip Markers and/or Color Pencils

PREPARATION & TIPS

There are several button making options based on your budget and the supplies you have available. Here is some advice based on option:

- **A Button Machine** - these make a quality historic looking button if you have access to one to use. They are available for sale on many websites, but can be quite expensive for a one-time event. They can also be very time consuming if you have a lot of participants needing to visit at once in a short amount of time such as school groups. We suggest that you take into account how many participants you may have at one time, visitor time constraints, and how often you can use the machine outside of this event, before investing in a machine and its supplies. Keep in mind you will most likely have to also buy all the button parts (metal back, clear cover, metal top, and paper inserts) unless the machine comes with them.
- **DIY Snap Together Acrylic Badge/Button Kits** - If you want a quicker option, and you have money in the budget, many websites also sell clear acrylic snap together

button/badge kits that don't require a machine. These are nice because they are quick to put together and participants can even do it at home if they don't finish their button at the event.

- **Cardstock Buttons or Stickers** – If you are on a tighter budget, you can make buttons by cutting white cardstock circles and then stick pin backs on them after participants decorate them, or use round blank white stickers for the “buttons.”

Even though most historical examples are typically 1” buttons, we suggest that you don't go smaller than 2” for the button surface so that it is not too difficult. For the acrylic badge kits, we found that the 2.4” button kit works well. You can use a 2” round paper punch (available at most craft stores or online) to make the inserts that will fit inside the 2.4” badge kits. That punch size will also work well if making cardstock buttons.

After deciding which button making option you are going to do, make sure you have all the supplies needed for your button type. If the button option did not come with blank templates for designing, make sure you cut or punch out the appropriate size and number needed prior to the event.

DIRECTIONS

1. Tell participants a little bit of the history of buttons and why they were used by suffragists.
2. Show them examples of suffrage buttons (either replicas or pictures).
3. Hand each participant a paper button template (either the insert for a button, a cardstock round, or sticker).
4. Tell them to use the markers or color pencils to design a button. You can either direct them to make one for the suffrage movement or give them freer rein by letting them design a button that represents them.
5. Help them assemble their button.

AMERICAN SUFFRAGE BUTTON EXAMPLES



Equality Sunflower Activity

ACTIVITY OVERVIEW

This craft activity takes a closer look at symbolism of the suffrage movement and the definition of equality. This activity is designed for 1st - 5th graders, but can easily be adapted for older participants by going more in-depth with the background history and discussion on equality.

BACKGROUND INFORMATION

Yellow, white, and purple were the colors used to represent the women's suffrage movement in the United States. The use of yellow goes back to 1867 when Kansas was considering passage of a state suffrage referendum. Suffragists adopted the Kansas state flower, the sunflower, as a symbol for their cause. The referendum failed but the flower and its color became associated with the movement nationwide. Soon, yellow pins, ribbons, rosettes, and sashes became symbols of the cause.

The Suffragist, Vol. 1 No. 4, published on December 6, 1913, describes the symbolism of the colors. "Purple is the color of loyalty, constancy to purpose, unswerving steadfastness to a cause. White, the emblem of purity, symbolizes the quality of our purpose; and gold, the color of light and life, is as the torch that guides our purpose, pure and unswerving." Simplified, the tri-colors signified loyalty, purity, and life.

SUPPLIES

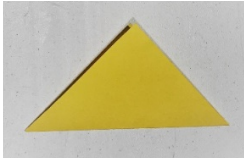
- Yellow Paper
- Black or Dark Brown Paper
- Scissors
- Ruler
- Pencil
- Glue
- Silver or White Paint Pen
- Black marker
- Pinback (optional)

DIRECTIONS

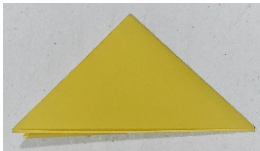
1. Hand out supplies to each participant and walk them through each of the steps on the following pages. While participants work, tell them about the connection sunflowers and the color yellow have with the suffrage movement.
2. Start with at 6x6 inch square of yellow piece of paper.



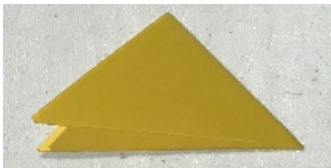
3. Fold the square along the diagonal, forming a triangle:



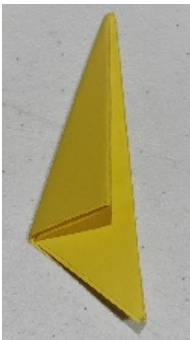
4. Fold this triangle again into a smaller triangle, bringing the two points closest to the fold line together:



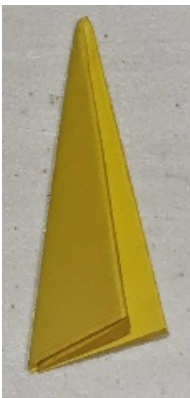
5. Fold one more time, bringing the two points along the fold line together:



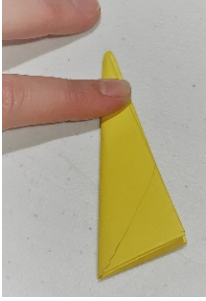
6. Now, take one of the points closest along the fold line bring it to the opposite side of the triangle. It will now have a cone shape, with some excess paper at the base:



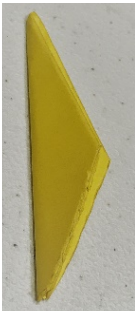
7. Trim the excess paper so that all the edges are even:



8. Using a pencil, draw a curved line from the fold at the base of the triangle, curving upward and hitting the opposite edge about halfway down from the point:



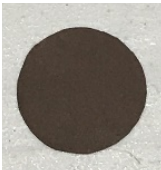
9. Cut along the pencil line, creating a petal shape:



10. Unfold the paper to reveal a sunflower.



11. To make the center of the flower, cut a circle from brown or black paper. The circle should have about a 1" diameter.



12. Attach the center to the sunflower using tape or glue.



13. Now turn the paper sunflower into an Equality Sunflower. Using a silver or white pen, write the word “equality” in the center of the flower. On each petal, use a black marker to write a word or phrase that comes to mind when you think about the definition of equality.



14. OPTIONAL: Attach a pin back to the back of the sunflower to create a brooch. Many stores sell sticky pin backs for a quick option, or a regular pin back can be hot glued to the back.

Make a Suffrage Fan

ACTIVITY OVERVIEW

This craft activity gives participants the chance to make a paper fan. This activity is designed for 1st - 4th graders, but older participants may enjoy it as well.

BACKGROUND INFORMATION

Paper fans were a popular way for both sides of the Women's Suffrage Movement to promote their messages. In a time before air-conditioning, paper fans were popular to hand out at events or for promotion. A hot day provided a perfect opportunity to spread your message. Even if someone was on the fence about women's suffrage, they may reach for a fan when the heat was uncomfortable. The fact that fans were miniature signs made them that much more effective.

Both pro- and anti-suffrage fans made use of popular cartoons or imagery from their cause. Some were printed directly on the fans, and others were pasted on. The fan template used in this activity was published by the National Woman Suffrage Publishing Company, Inc. in 1915. The original example, as well as the other examples in the photos below, are in the State Archives of North Carolina's Equal Suffrage Amendment Collection.

SUPPLIES

- Fan Template Printed on Cardstock (template provided below)
- Large Popsicle Sticks or Paint Stirrer (for fan handle)
- Scissors
- Glue or Stapler (to affix fan to stick)
- Crayons, Markers, and/or Color Pencils to
- Pictures of pro- and anti-suffrage fan examples

ACTIVITY PREP

The fan template is designed to be printed front and back on one sheet of cardstock, but the cartoon side of the template can be used by itself if not able to do two-sided copies.

What material you choose for the handle will determine what type of glue you need or if it can be stapled. We recommend testing the method before the activity is done.

DIRECTIONS

1. Tell participants about the history of fans during the suffrage movement, and show them pictures of original examples.
2. Hand out the fan templates and let the participants color them.
3. Next, have them cut out the template.
4. Affix the handle on the back panel between the two "Votes for Women"

“I want to speak for myself at the polls”



KEEP COOL

AND RAISE

A Breeze for Suffrage!

Votes
for
Women

Votes
for
Women

"I want to speak for myself at the polls"



National Woman Suffrage Publishing Co., Inc.
171 Madison Avenue, New York

Copyright 1915, by Campbell Art Co.



KEEP COOL

AND RAISE

A Breeze for Suffrage!

**Votes
for
Women**

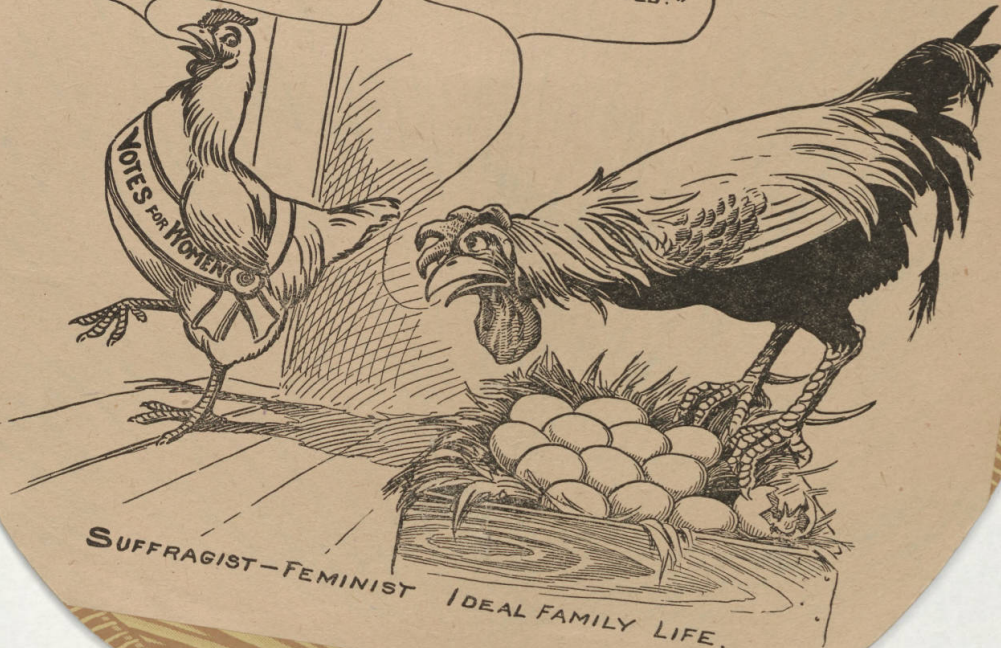
**Votes
for
Women**

Southern Rejection League
Headquarters: Raleigh Hotel
RALEIGH, N.C.

The "NEW WOMAN" and the "NEW MAN"

"SET ON THEM YOURSELF,
OLD MAN,
MY COUNTRY CALLS ME!"

"WHY, MA, THESE EGGS
WILL GET ALL COLD!"





Suffrage Petition Activity

ACTIVITY OVERVIEW

Participants will examine an 1870s petition for Women's Suffrage and have a chance to use a period dip pen and ink to fill it out and sign. It also gives an opportunity to discuss the complexity of suffrage and race.

BACKGROUND INFORMATION

In 1878, a petition for woman suffrage was created that asked the United States House and Senate to amend the Constitution and allow women to vote.

The petition was a form letter that could easily be distributed and endorsed by signers across the country. The document has blanks for organizers to fill in their state, county, town, and collect signatures.

This surviving example in the National Archives was signed by the son of famed abolitionist, women's rights activist, and writer, Frederick Douglass. Following in his father's path, Frederick Douglass, Jr., provided the first signature on this petition. As African American residents of the Uniontown neighborhood of Washington, D.C., these signers altered the printed document to better reflect their residential and representational situation. "State of" is crossed out and replaced by "Dist. of Col." The labels for "Men" and "Women" have been altered to read "Colored Men" and "Colored Women." Their 33 signatures demonstrate support for women's suffrage from an African American community.

When the 19th Amendment was finally made into law in August 1920, it prohibited the states and the federal government from denying the right to vote to citizens on the basis of sex. However, it is important to note that not all were granted suffrage. Native American women faced citizenship bars for several years, and African American women were often barred from polls through much of the 20th century.

SUPPLIES

- Blank Petitions (template provided below)
- Printed copy of original petition for display (provided below)
- Dip Pen and spare nibs (available at most craft stores or online)
- Calligraphy Ink
- Replica late 19th-century Ink Well (optional but a nice historic touch)
- Plastic Tablecloth (to protect table)
- Paper Towels and Wipes (in case of drips or spills)

PREPARATION & TIPS

We suggest printing the blank petition templates on cardstock or heavy paper to help with the ink. You may want to also put down a plastic drop cloth if you are worried that ink might get on the floor.

If you have a large group, for instance a class of students or a family, you can conserve paper and supplies by having them fill out just one petition per group.

When using a dip pen, only the very tip of the nib should be dipped into the ink and excess should be cleared off on the mouth of the inkwell. You might want to have some scrap paper available so that people can practice.

DIRECTIONS

1. Give participants some background history on the suffrage movement, the petition, and why the original has been altered which helps introduce the complexity of race and the 19th Amendment.
2. Explain to them that the dip pen was the common writing tool at the time of this petition. It came after the quill pen and is the precursor to the fountain pen.
3. Let them take turns using the dip pen and filling out the blanks. They can add their signature to the petition if they wish.
4. Let them take their copy back home or to the classroom.

PETITION FOR WOMAN SUFFRAGE.

TO THE SENATE AND HOUSE OF REPRESENTATIVES,

IN CONGRESS ASSEMBLED:

The undersigned, Citizens of the United States, Residents of the State of Dist. of Col.,
County of _____, Town of Uniontown earnestly pray your Honorable Body to
adopt measures for so amending the Constitution as to prohibit the several States from

Disfranchising United States Citizens on account of Sex.

Colored

MEN:

Frederick Douglass Jr
Nathan Sprague

Ignatius Dorsey
Matthias H. Hunter
Jacob, Moore

Mrs. H. H. Jones
Mr. Solomon E. Brown.

Mr. A. Hill

Edward Brown

John A. Louder
Milton Hayles
Thomas C. Hill

James A. Shaw
H. Lonsdale
B. Frazer
John H. Dunnington
W. B. Budlip
Wm Smith 18

Colored

WOMEN:

Mrs. Frederick Douglass Jr.
Mrs. Nathan Sprague

Mrs. Julia Dorsey
Mrs. Elizabeth A. Spence
Mrs. Delphia Gagnburg

Mrs. Sarah A. Ryne

Mrs. Mary V. Berry
Harriett H. Lee

Caroline Burnett
Jane Dawson
Alice Scott

Rozie Harris
Miss Belia Gray
Miss Elizabeth Chase
Mrs. Caroline Chase.

Coloring Pages

ACTIVITY OVERVIEW

The following pages contain political cartoons tied to the Woman's Suffrage Movement in North Carolina. These can be used as a coloring station set-up at an event. Many of the cartoons were illustrated by Billy Borne who was an early 20th-century newspaper cartoonist for the *Asheville Citizen*.

SUPPLIES

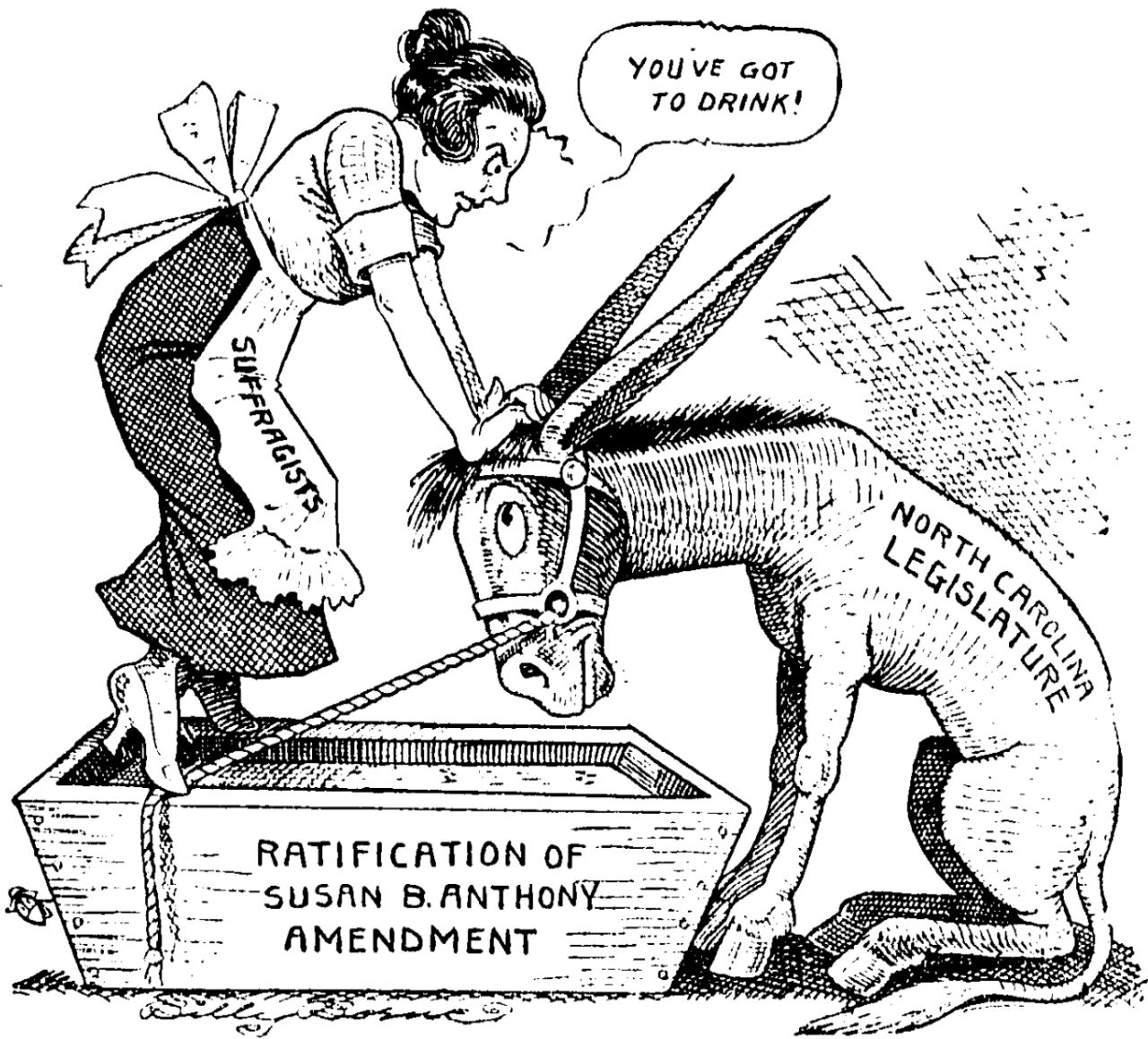
- Print out of as many cartoons that you want to use for your event.
- Crayons, Markers, and/or Color Pencils



This cartoon shows a woman plucking petals from a daisy to try to find out if the “N.C. Legislature” (written on the center of the flower) “loves” women’s suffrage or not.

Image from *The Woman Citizen* magazine, August 21, 1920, Equal Suffrage Amendment Collection, State Archives.

Can She Make Him Drink? :: :: By Billy Borne



This Billy Borne cartoon shows a woman trying to make a donkey drink. The woman represents suffragists, the donkey the Democrat majority of the N.C. Legislature in 1920, and drinking the water represents voting for the 19th Amendment.

"August 4, 1920," *Cartoon Asheville*, accessed December 18, 2019, <http://ashevillescartoonist.org/items/show/4036>.

His New Spring Bonnet

By Billy Borne

Gov. Bickett Will Recommend Ratification of the Susan B. Anthony Amendment to Special Session.

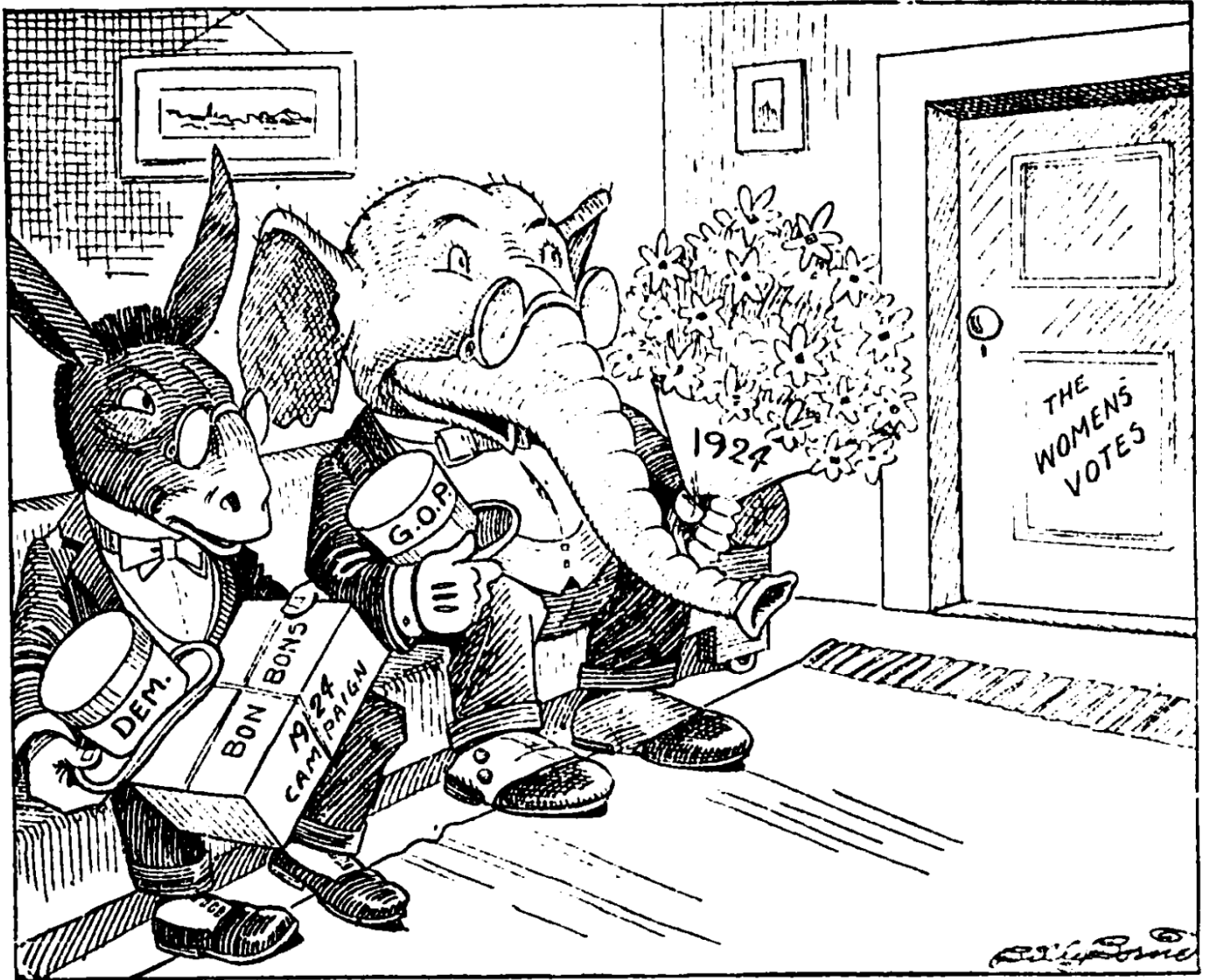


This Billy Borne cartoon represents Governor Bickett's recommendation of the 19th Amendment. The 1920 N.C. Governor was actually against women's suffrage on principle, but felt that it was inevitable and encouraged the legislature to ratify.

"March 17, 1920," *Cartoon Asheville*, accessed December 18, 2019, <http://ashevillescartoonist.org/items/show/3935>.

"HERE WE ARE AGAIN"

By BILLY BORNE



This Billy Borne cartoon shows the Democrat Donkey and G.O.P. Elephant trying to woo women voters in the 1924 election.

"April 7, 1924," *Cartoon Asheville*, accessed December 18, 2019, <http://ashevillescartoonist.org/items/show/4967>.

Look Who's on the Job

:-:

:-:

By Billy Borne



This cartoon represents that votes for women would give them strength and have a global impact.

"June 6, 1919," *Cartoon Asheville*, accessed December 18, 2019, <http://ashevillescartoonist.org/items/show/3723>

Which Shall it be?

:-:

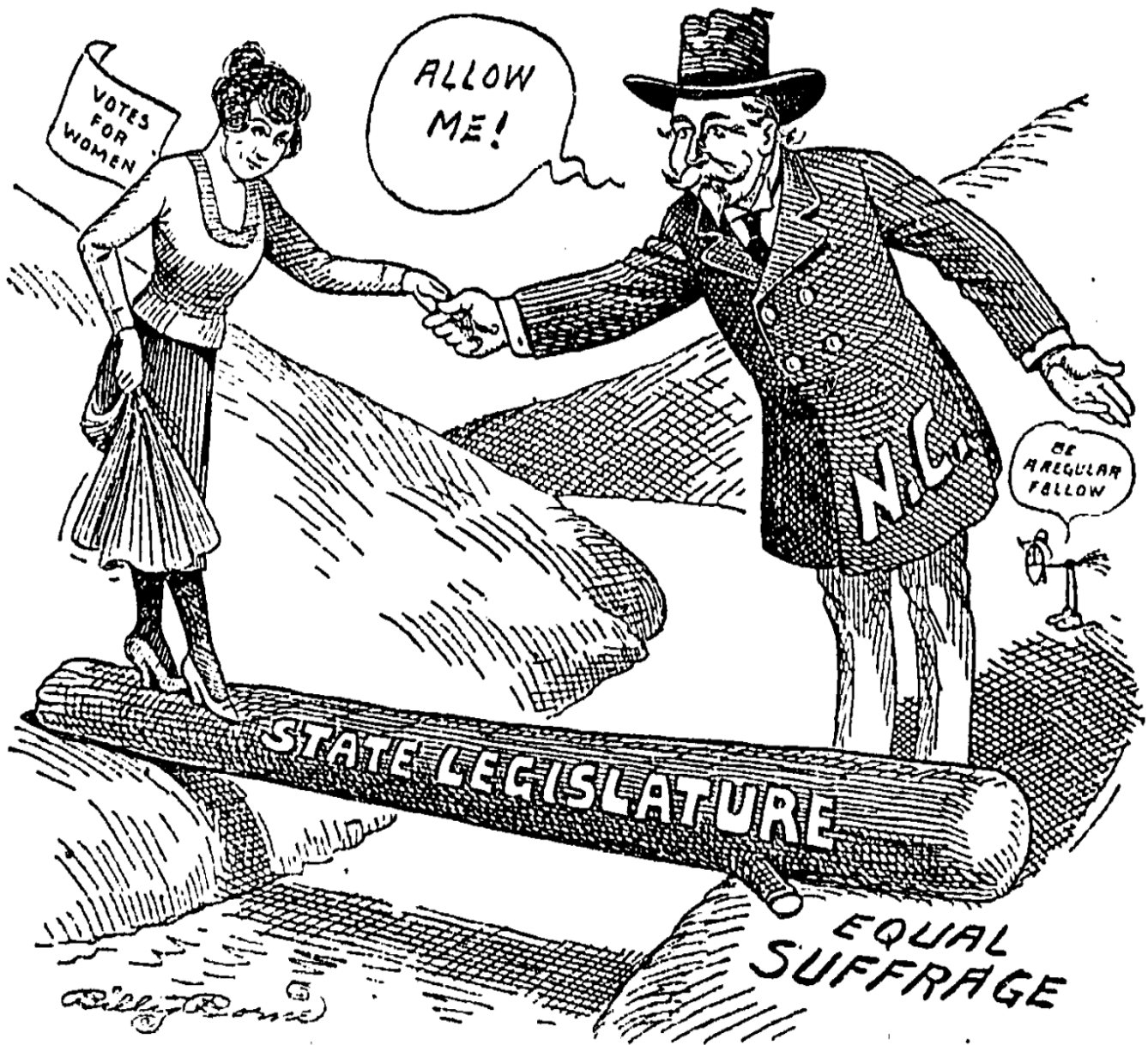
-:-

By Billy Borne



A 1919 Cartoon by Billy Borne from the Asheville-Citizen Times.

"May 29, 1919," *Cartoon Asheville*, accessed December 18, 2019, <http://ashevillescartoonist.org/items/show/3715>.



This cartoon represents how N.C. could help the 19th Amendment pass. 36 states had to ratify the 19th Amendment for it to become law. N.C. could have been the 36th state, but state representatives could not agree and Tennessee became the 36th instead.

"June 26, 1920," *Cartoon Asheville*, accessed December 18, 2019, <http://ashevillescartoonist.org/items/show/4022>.

BETTER POLITICS IN THE MAKING

By BILLY BORNE



This Billy Borne cartoon shows what issues women voters supported ahead of the 1924 election.

"March 27, 1924," *Cartoon Asheville*, accessed December 18, 2019, <http://ashevillecartoonist.org/items/show/4959>.

Suffrage Cat Storytime & Craft

ACTIVITY OVERVIEW

This is a great activity to introduce young children to the history of the Women's Suffrage Movement. It combines a reading of the children's book *Around America to Win the Vote* by Mara Rockliff with a craft activity by the National Park Service.

BACKGROUND INFORMATION

In April of 1916, suffragists Nell Richardson and Alice Burke started a cross-country road trip in their car the "Golden Flier." Their goal was to share the Women's Suffrage Movement's messages across the country, and build support for the cause. They traveled over 10,000 miles in five months. This was no small feat in a time when road systems were mostly dirt and gravel and most women did not even drive. What gained them extra publicity was that they did the trek with a kitten named Saxon that they had adopted along the way. Newspapers across the country followed their journey. They even passed through North Carolina – where they broke down.

SUPPLIES

- *Around America to Win the Vote* by Mara Rockliff
- NPS Suffrage Cat printed on cardstock (template provided below)
- Scissors
- Crayons, Markers, and/or Color Pencils

PREPARATION

Around America to Win the Vote is a beautifully illustrated book geared for young readers. It would be great to arrange for someone to read the book and then do the craft activity. An extra touch would be to have the reader in costume. However, if you are not able to arrange an organized storytime, you could set up a reading corner for young readers to read the book on their own or with their families.

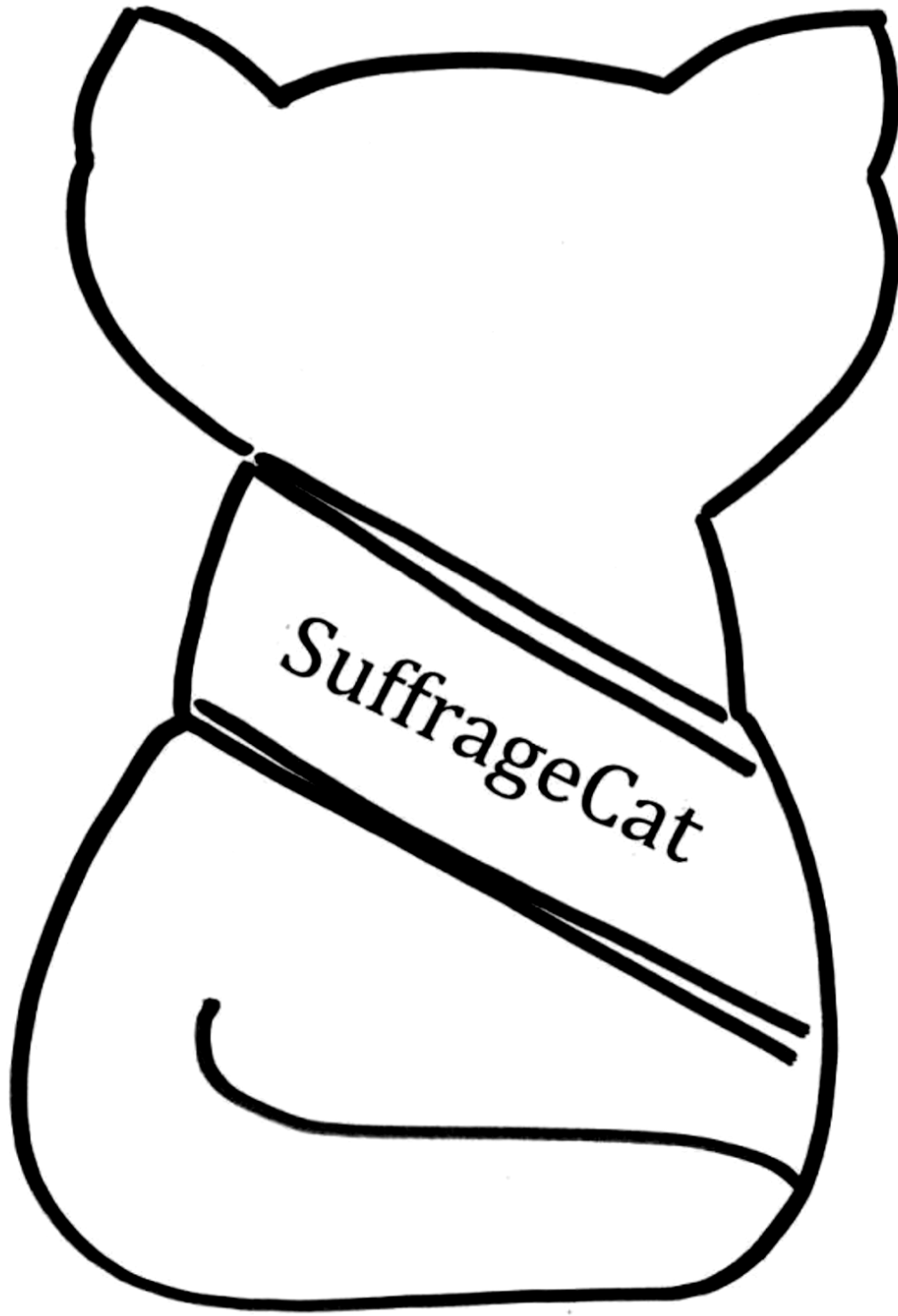
The craft activity was created by the National Park Service so please be sure to give them credit. Here is the link to their activity in case you want to read more: <https://www.nps.gov/articles/suffrage-cat.htm>

DIRECTIONS

1. Read *Around America to Win the Vote* by Mara Rockliff
2. Have them decorate and cut out the Suffrage Cat.
3. Encourage them to take a picture of their Suffrage Cat while visiting National Parks, National Historic Sites, and State and Local Sites.



National Park Service
U.S. Department of the Interior



Ratification Star Craft

ACTIVITY OVERVIEW

This is another great craft activity created by the National Park Service and adapted to connect to North Carolina's history with the ratification of the 19th Amendment.

BACKGROUND INFORMATION

In June of 1919, Congress finally passed the 19th Amendment, which stated that the "right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex." However, this still did not make the 19th Amendment a law. Constitutional amendments must be approved, or ratified, by the state legislatures in three quarters of the states. In 1920, there was just 48 states, so 36 states had to approve it.

Each time a state voted to ratify the amendment, members of the National Woman's Party sewed a star onto their purple, white, and gold Ratification Banner. It had room for 36 stars. When the last star was added, it would symbolize that the 19th Amendment was the law of the land.

By August 1920, 35 states had approved to ratify, and all eyes were on the potential 36th state. Many thought North Carolina would become the 36th state, but the state's representatives could not agree and tabled the issue for later. On August 18th, 1920, Tennessee took the pressure off North Carolina by becoming the 36th state to ratify.

After Tennessee, the final 36th star was sewn onto the Ratification Banner. However, on November 2, 1920 the people of Hawaii sent a symbolic Suffrage Star to the National Woman's Party. Because Hawaii was not yet a state, they could not vote to ratify the amendment themselves. The writing that accompanied the star read:

Territory of Hawaii

U.S.A.

Honolulu, November 2nd, 1920

On behalf of the Women of Hawaii, who were granted the privilege of Suffrage equally with their sisters of Continental United States, the Daughters and Sons of Hawaiian Warrior Society send this Star of Hawaii to the Flag of Suffrage in the hope that it may be permitted to shine among the stars of the States. Among we Hawaiians the Yellow feathers signify wisdom and intelligence and the Red Love and patriotism.

North Carolina symbolically ratified the amendment in 1971.

SUPPLIES

- Blank Ratification Stars printed on cardstock (template provided below)
- Crayons, Markers, and/or Color Pencils
- Photo of Hawaii's Ratification Star (provided below)

ADDITIONAL INFORMATION

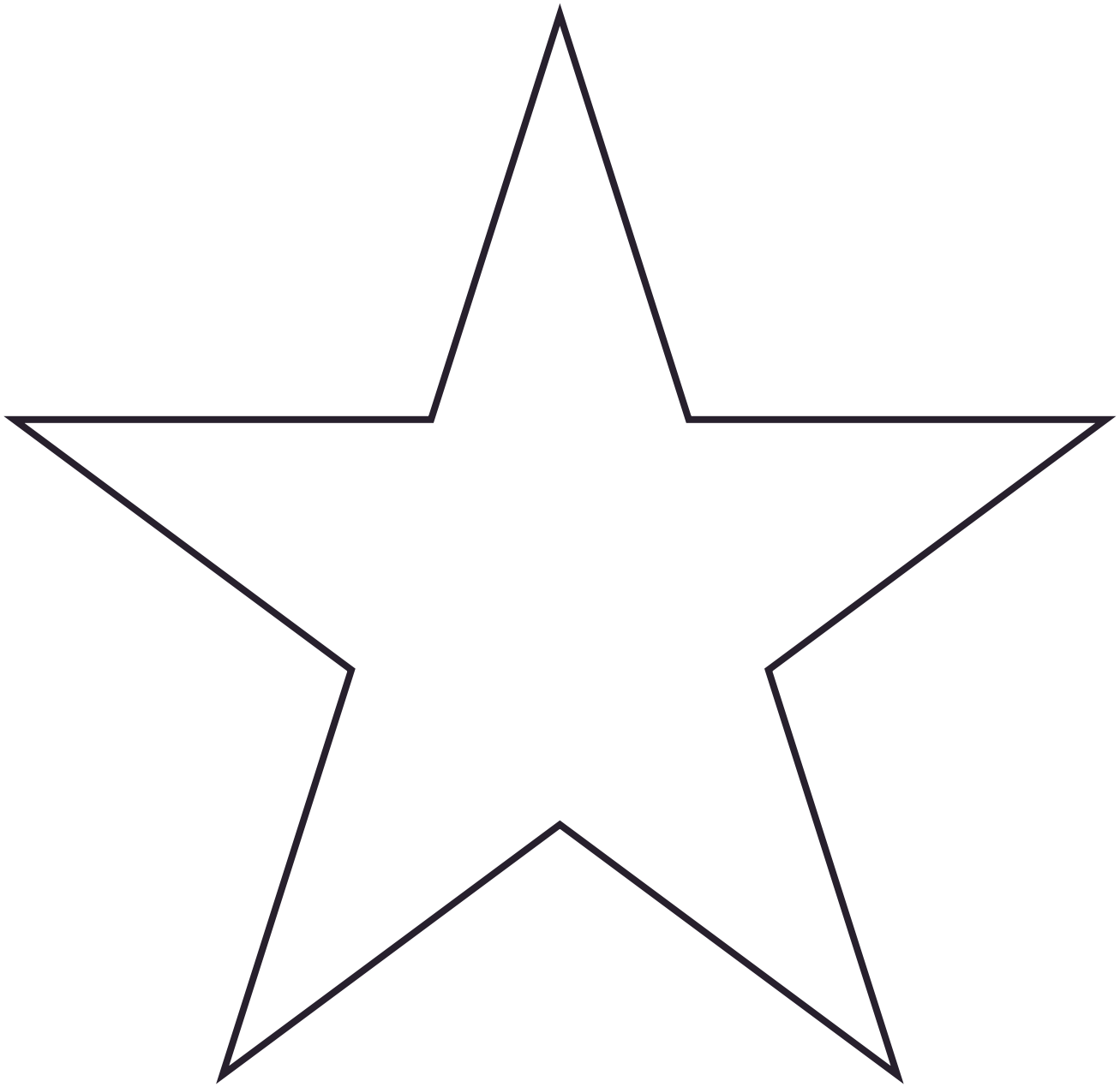
This craft activity was created by the National Park Service so please be sure to give them credit. Here is the link to their activity in case you want to read more: <https://www.nps.gov/articles/design-your-own-19th-amendment-ratification-star.htm>

DIRECTIONS

1. Tell participants about the history of the 19th Amendment, North Carolina's role, and Hawaii's symbolic Ratification Star.
2. Give them a blank Ratification Star and tell them to design and decorate a symbolic Ratification Star to represent North Carolina.



National Park Service
U.S. Department of the Interior



Ratification Star



Territory of Hawaii

U.S.A.

Honolulu, November 2nd, 1920.

On behalf of the
Women of Hawaii, who were granted the privilege
of Suffrage equally with their sisters of continental
United States, the Daughters & Sons of Hawaiian
Warriors Society send this Star of Hawaii to the Flag
of Suffrage in the hope that it may be permitted to shine
among the stars of the States. Among the Hawaiians
the Yellow feathers signify wisdom and intelligence the
Red love and patriotism.